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ABSTRACT

The purpose of a study was to determine the views and perspectives of Wisconsin vocational educators on various aspects of the preparation and development of vocational personnel. A questionnaire was designed to collect information on views of the definition of vocational education, preservice preparation of vocational personnel, continuing education, and certification and licensure. Questionnaires were returned by 824 secondary school personnel, including school administrators, guidance counselors, local vocational coordinators, presidents of vocational professional organizations, and state agency personnel. Respondents gave a high level of agreement with the definition, the responsibility, and the mission of vocational education. Of the 17 skills, competencies, or understandings ranked for completion before completing initial training, the five most important dealt with analysis and development of appropriate curriculum; understanding of new instructional technology, equipment, and methods; awareness of emerging technology; indepth knowledge of vocational discipline; and understanding of vocational education's relationship with career development and general education. Of six activities in the area of continuing education, respondents indicated that regular participation in professional development programs was most important. Of the six items dealing with vocational certification and licensure, the need to understand vocational education was ranked most important. (Thirteen recommendations are made for all levels. The survey is appended.) (YLB)

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The Committee

Barbara Bitters
Jeannette Daines
Patrick Flanagan
Richard F. James
William Ratzburg
Dr. Jack Sampson
Harland E. Samson
Ken Sedbrook
Gene Sirianni
Marilyn Stuckey
Gary Varick

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INTRODUCTION

This study is a joint effort of the Wisconsin Association of Secondary Vocational Administrators (WASVA), the Wisconsin Department of Public Instruction, and the University of Wisconsin-Madison, School of Education and professional associations: Wisconsin Association Vocational Agriculture Instructors (WAVAI), Wisconsin Business Education Association (WBEA) Wisconsin Association Secondary Distributive Education Teachers (WASDET), Wisconsin Home Economics Elementary-Secondary Education (WHEESE), Wisconsin Industrial Education Association (WIEA). The stimulus for the study grew from concerns initially raised by members of the Wisconsin Secondary Vocational Administrators Professional Development Committee. The stated purpose of this committee, established in March of 1980, is as follows:

> The purpose of this committee is to provide a mechanism to bring together selected representatives of the University of Wisconsin System institutions, selected secondary school vocational educators, and representatives of the Department of Public Instruction, to discuss, clarify, and resolve some of the many issues and concerns related to secondary school vocational education.

The objectives of the committee were given in 1980 as:

1. Develop a mechanism to provide for a continual discussion with UW System representatives regarding the issues and concerns of secondary school vocational educators.
2. Examine the specifications for training (pre-service) and certifying vocational educators.
3. Review the certification requirements for vocational personnel.
4. Study the reasons for a lack of qualified instructors in certain vocational areas.

The nature of the study emerged from discussions that were held as part of the 1979 and 1980 Summer Vocational Education Conferences. Add-

itional data were provided from various studies completed by the Center for Vocational, Technical and Adult Education at UW-Stout.

Jeanette Daines from UW-Stout prepared a reaction paper titled "Concerns Regarding Vocational Education". This paper and subsequent discussions of the committee, especially at the May, 1982 meeting, resulted in agreement that a special survey of Wisconsin Vocational Educators should be conducted to obtain specific response of vocational education practioners.

A pilot survey was prepared by Harland Samson from UW-Madison. Responses to this pilot survey were obtained from committee members and a small sample of vocational teachers during the Summer of 1982. At the August meeting of the Committee at UW-Stout, the pilot study results were presented. Extended discussion on each of the items produced consensus that, with certain modifications and changes, the survey instrument would meet the needs of the committee's interest in obtaining information from Wisconsin vocational educators. A sub-committee was appointed to work with Harland Samson on the revision of the survey. The procedure for survey distribution, collection of responses, and tabulation of data is presented in the next section, Purpose and Design of the Study.

PURPOSE AND DESIGN OF STUDY

The purpose of the study is to determine the views and perspectives of Wisconsin vocational educators on various aspects of the preparation and development of vocational personnel. Primary concerns were: views on definition of vocational education; pre-service preparation of

vocational personnel; continuing education; and certification and licensure. It was determined that a survey completed by Wisconsin vocational education personnel would provide the desired information.

This section of the report will describe the development of the survey instrument, distribution of the instrument, and the data collection process.

Development of Instrument

The questionnaire was designed to acquire information regarding some significant concerns about vocational education in Wisconsin. The questionnaire that was designed is shown in Appendix B. The questionnaire contained three pages, with one page being an instructional and identification page. The remaining pages contained 32 questions. The 32 questions were grouped into four sections. Section I, consisting of three questions, deals with the description and mission of vocational education. Respondents were asked to indicate level of agreement as well as level of importance to three specific statements.

Section II contains 17 questions regarding preparation as a vocational educator. Section III deals with the continuing education of vocational educators and has six questions. The last section, Section IV, has six questions on certification and licensure. Space was provided for comments to all questions.

Survey Distribution

The questionnaire was provided to 1,485 secondary school personnel including school administrators, guidance counselors, local vocational

coordinators, presidents of vocational professional organizations, and state agency personnel. The survey forms were distributed to respondents at professional meetings, through professional organization mailings, and at regional meetings called by state consultants.

Data Collection

The data collection was carried out for the survey during the period of November and December, 1982 and in January 1983. During early November, the study was sent to 1,485 individuals by way of mail, meetings or conferences. Each questionnaire was identified so that followup procedures were initiated to those persons who did not return the completed questionnaire by December 15, 1982.

After December 15, 1982, efforts were made by telephone to those individuals who had not returned the completed questionnaire by mail. The telephone survey was a great success, as questionnaires began coming in shortly after Christmas.

The total response rate for completed questionnaires is shown in Table 1. The analysis of returns by vocational areas is shown in Table 2.

GENERAL INFORMATION PERTAINING TO RESPONDENTS

The purpose of the respondent data presented in this section is to give comparisons of degrees earned, length of time in education, the part of the state they live in, the population of their school, whether or not they are certified to teach a capstone course, and if they have ever been employed in a non-school setting.

TABLE 1

Response Rate

Questionnaires	No.	Percent
Distributed	1485	100.0
Returned	824	55.5
Returned completed	763	51.4
Returned partially completed	26	1.8
Returned usable	789	53.2
Returned unusable	35	2.3
Not returned	661	44.5
Returned with comments	189	12.7

TABLE 2

Analysis of Return Rate

1485 Surveys Distributed	Returns	
	No.	Percent
Agriculture	211	27
Business	123	15
Guidance	29	4
Health	4	1
Home Economics	115	14
Industrial Education	173	22
Marketing-Distributive Education	44	6
LVEC-Administrator	47	6
Other	17	2
Omit	26	3
Total	789	100

TABLE 3

Highest Degree Achieved

	No.	Percent
Bachelor's degree	75	10
Bachelor's degree plus	315	40
Master's degree	88	11
Master's degree plus	255	32
Specialist	14	2
Doctorate	7	1
Omit	35	4
Total	789	100

TABLE 4

Length of Time in Education

	No.	Percent
First year	31	4
2-4 years	82	10
5-10 years	186	24
11-20 years	258	33
21-30 years	138	17
Over 30 years	60	8
Omit	34	4
Total	789	100

Data arranged in Table 3 show the percentage of respondents by academic degree level. Fifty percent have earned a bachelor's degree or additional work and forty-three percent have earned a master's degree.

Table 4 shows the length of time in years that our respondents have been in the field of education. Overall, the greatest number of people have been in education between five and twenty years - 444 people or 57 percent of the respondents.

The CESA locations of each person who completed the questionnaire showed that the largest number of responses, 54 percent, came from individuals in Southeast area (CESA 13, 16, 19) and South area (CESA 14, 15, 17, 18).

Respondents were located primarily in schools over 800 students, or larger schools. This is relevant to the fact that most returns were from the large school areas in the Southeastern part of the state. Twenty percent of respondents were from schools enrolling 400 or fewer students, 59 percent of the respondents were certified to teach capstone courses, and one-half, 50 percent, of the respondents had 3 years or more full-time non-school employment.

FINDINGS

The study findings are presented in six parts. The responses to questions in each of the four sections of the survey are summarized. The mean rank of importance for each of the 32 questions by respondent group is shown in Table 5. The fifth part is a summary review of the comments made by respondents and an analysis of comments made in connection with Questions 1, 2 and 3. The sixth part is selected comments

TABLE 5

MEAN RANK OF IMPORTANCE OF SURVEY QUESTION BY RESPONDENT GROUP
(1 = very unimportant, 9 - very important)

Question	Ag.	Bus.	Guid.	Health	H.Ec.	Ind.	MDE	LVEC	Other	Omit
1 - $\bar{x}$ = 7.22	7.09	7.70	6.69	7.50	6.80	7.09	7.39	7.87	7.47	7.50
2 - $\bar{x}$ = 6.92	6.82	7.14	6.83	7.25	7.18	6.49	6.91	7.43	7.33	7.19
3 - $\bar{x}$ = 7.03	6.79	7.29	6.65	7.75	6.89	6.98	7.61	7.74	7.47	6.65
4 - $\bar{x}$ = 7.53	7.29	7.67	8.66	7.25	7.58	7.28	7.75	7.96	8.06	7.58
5 - $\bar{x}$ = 7.62	7.33	7.95	8.52	7.50	7.36	7.51	8.12	8.06	7.38	7.73
6 - $\bar{x}$ = 6.09	5.84	5.87	7.41	5.50	6.26	5.92	6.11	7.02	6.71	6.00
7 - $\bar{x}$ = 7.12	7.12	6.98	7.31	7.00	7.23	6.72	7.55	7.80	7.50	7.52
8 - $\bar{x}$ = 7.68	7.23	8.14	8.11	7.75	7.75	7.69	7.70	7.87	7.41	7.92
9 - $\bar{x}$ = 6.92	6.43	7.71	7.57	5.25	6.94	6.57	7.34	7.26	7.29	7.08
10 - $\bar{x}$ = 7.66	7.18	8.10	8.07	7.75	7.69	7.68	7.77	7.94	7.59	7.81
11 - $\bar{x}$ = 7.30	7.41	7.20	7.07	7.00	7.61	6.70	8.18	7.55	7.59	7.54
12 - $\bar{x}$ = 7.72	7.41	7.66	8.32	8.00	8.02	7.59	7.98	8.04	7.94	8.04
13 - $\bar{x}$ = 7.43	7.06	7.69	7.71	7.00	7.70	7.14	8.07	7.94	7.53	7.42
14 - $\bar{x}$ = 7.17	6.43	7.47	8.36	8.00	7.73	6.93	7.57	7.60	7.71	7.46
15 - $\bar{x}$ = 6.99	6.77	7.16	6.74	6.75	7.23	5.63	7.35	7.77	7.29	7.46
16 - $\bar{x}$ = 7.43	7.13	6.41	5.74	5.50	6.66	5.82	7.57	7.09	6.53	5.38

TABLE 5 (Cont'd)

MEAN RANK OF IMPORTANCE OF SURVEY QUESTION BY RESPONDENT GROUP
(1 = very unimportant, 9 = very important)

Question	Ag.	Bus.	Guid.	Health	H.Ec.	Ind.	MDE	LVEC	Other	Omit
17 - $\bar{x}$ = 7.17	6.75	7.28	7.52	7.00	7.26	6.84	7.23	7.67	7.24	7.00
18 - $\bar{x}$ = 6.50	6.35	6.33	6.59	7.00	6.79	6.45	6.77	6.78	6.76	6.04
19 - $\bar{x}$ = 7.01	6.32	7.04	7.97	7.25	7.54	6.98	7.20	7.68	7.76	7.16
20 - $\bar{x}$ = 6.79	6.15	6.84	7.52	6.50	7.46	6.67	6.75	7.49	7.71	6.96
21 - $\bar{x}$ = 7.95	7.65	7.98	8.10	8.25	8.39	7.92	7.82	8.32	7.82	8.08
22 - $\bar{x}$ = 7.63	7.21	7.84	7.97	7.75	8.18	7.39	7.50	8.23	7.41	8.12
23 - $\bar{x}$ = 6.76	6.58	6.70	7.04	7.00	7.36	6.53	6.80	6.72	7.06	6.84
24 - $\bar{x}$ = 7.39	6.76	7.72	7.66	7.50	7.93	7.38	7.43	7.89	7.56	7.40
25 - $\bar{x}$ = 7.11	6.88	7.11	7.38	8.00	6.86	7.29	7.00	7.85	7.47	7.20
26 - $\bar{x}$ = 7.09	6.81	7.31	7.52	7.00	6.90	7.08	7.27	7.83	7.47	6.92
27 - $\bar{x}$ = 6.76	6.47	6.66	7.17	7.75	6.94	6.58	7.07	7.57	7.18	6.92
28 - $\bar{x}$ = 6.86	6.56	6.70	7.41	7.50	7.03	6.87	7.07	7.35	7.12	7.04
29 - $\bar{x}$ = 6.70	7.15	6.41	6.79	8.00	6.34	6.32	7.66	6.74	6.18	6.85
30 - $\bar{x}$ = 6.08	5.66	6.05	7.24	6.75	6.23	5.91	6.95	6.93	6.24	5.62
31 - $\bar{x}$ = 7.06	7.02	7.01	7.69	6.75	7.09	7.04	7.64	7.15	5.88	6.73
32 - $\bar{x}$ = 8.18	8.15	8.27	8.34	7.25	8.09	8.25	8.73	7.83	7.76	7.96

on special tabulations comparing responses to various questions and to various demographic variables.

Description and Mission

This section (Section I) asked respondents to give their (1) agreement and (2) a rank of importance to each of three statements. The respondents indicate a high level of agreement with the definition, the responsibility, and the mission of vocational education as stated. Six of the respondent groups (Agriculture, Business, Industrial, LVEC, Other and Omit) rated the definition statement as most important. Guidance and Home Economics rated the responsibility statement as most important and Health and Marketing respondents rated the mission statement as most important.

Preparation as a Vocational Educator

Section II consisted of 17 questions about pre-service preparation (4-20). Of the seventeen understandings, competencies, skills, or appreciations to be gained prior to completion of initial training, twelve had total group means of 7.0 or better. The other five had means in the range of 6.09 to 6.99. The item ranked least importance was the development of an understanding of the philosophy and organization of other vocational disciplines.

Continuing Education of Vocational Educators

Section III had six questions covering specific in-service needs (21-26). Of the six areas of possible continuing education, all

respondent groups gave their highest ranking to the statement that called for participation in programs that would provide updating in their content areas. Updating in instructional skills was considered to be second most important of the six areas.

Certification and Licensure

The last section of the questionnaire, Section IV, had six statements regarding vocational certification and licensure (27-32). The concern receiving the highest mean (8.18) was the need for other teachers and school administrators to understand vocational education. The remaining concerns had means that ranged from 6.08 to 7.06.

Comments

Space for written comments was provided after each question. The comments made in connection to questions 1, 2, and 3 were sorted into categories of concern for the purpose of clarification and to determine if the wording of the statements needed to be changed. Comments to the statements in all three questions suggest that the terminology used by vocational educators is not universally understood. The analysis of comments for each statement show that perhaps only the statement on mission needs to have revision.

Special Tabulations

Several special tabulations were made in an attempt to gain additional insight as to the perceptions of respondents. These tabulations

included length of time respondents were employed in education, geographic area of state, population of school where employed, highest degree achieved, and length of non-school employment. No significant variations were noted when responses were grouped by respondent characteristics other than vocational fields.

CONCLUSIONS

The conclusions of the study are presented in the same sequence as the findings in the preceding section. First, conclusions will be drawn for each of the four parts of the survey: Description and Mission, Preparation as a Vocational Educator, Continuing Education of Vocational Educators, and Certification and Licensure. Next, conclusions based on the respondents' written comments will be presented, and finally, conclusions based on the cross tabulations of selected questions will be given.

Description and Mission

Overall, the respondents gave a high level of agreement with the descriptions of vocational education Question 1, the responsibility of vocational education in Question 2, and the mission of vocational education in Question 3. Respondents from Business, Guidance, Health, Marketing, LVEC's, and Others tended to indicate higher agreement with the description of vocational education than did other respondent groups. Respondents from Guidance, Health, Home Economics, LVEC's, and Others tended to indicate higher agreement with the statement on

responsibilities of vocational education than did other respondent groups. Respondents from Business, Health, Marketing, and LVEC's tended to indicate higher agreement with the mission statement than did other respondent groups.

The variation of responses on agreement with description and mission of vocational education appear to be the greatest within respondents from Agriculture. The least variation within respondent groups on agreement appear to be Guidance and Health. Special note needs to be made on the limited number of respondents in the Health group.

In responding to the questions on importance of the statements on description, responsibilities, and mission, overall all three had a mean of about 7 on a 9 point scale. Groups that felt the description was most important included Health, LVEC's and Others. Groups that gave the statement on mission the highest ranking of importance included Health, Marketing, LVEC's, and Others.

Preparation as a Vocational Educator

Of the seventeen skills, competencies, or understandings that were ranked for completion before a vocational teachers' initial training was completed, the following five were felt to be most important:

Understand how to analyze and develop or adapt curriculum appropriate to needs of students.

Have an understanding of new instructional technology, equipment, methods, and procedures.

Be aware of emerging technology in their discipline.

Acquire in-depth knowledge of their vocational discipline including occupational experience if necessary.

Develop an understanding of vocational education and its relationship with career development and general education.

Of the seventeen statements, the one receiving the lowest mean rank was "Develop an understanding of the philosophy and organization of other vocational disciplines".

The statement felt most important by respondents from Agriculture was a tie between "Develop abilities in public and community relations" and "Understand how to analyze and develop or adapt curriculum appropriate to the needs of students". Respondents from Business ranked the statement "Have an understanding of new instructional technology, equipment, methods, and procedures" as most important. This statement was also ranked most important by respondents from the Industrial area.

Guidance respondents rank the statement "Develop an understanding of vocational education and its relationship with career development and general education" as most important. Respondents in the Other category also ranked this statement as most important.

Those respondents from Home Economics ranked as first in importance the statement "Understand how to analyze and develop or adapt curriculum appropriate to needs of students". This same statement was ranked first by Health respondents but tied with it was the statement "Develop sensitivity to the work related needs of both sexes, and persons of different ethnic, racial, and cultural backgrounds". Persons in the Marketing group ranked the statement "Develop abilities in public and community relations" as most important (also ranked first by Agriculture). The LVEC group ranked as most important the statement "Acquire in-depth knowledge of their vocational discipline including occupational experience if necessary".

Twelve of the seventeen statements had mean ranks of 7 or above. Four statements had mean ranks between 6.5 and 6.99. The remaining

statement had a mean rank of 6.09. It would appear that the great majority of skills, competencies, or understandings given in these statements should be completed during the vocational educators' initial (pre-service) training.

Continuing Education of Vocational Educators

Of the six activities in the area of continuing education, respondents gave the most importance to the statement "All vocational educators should have the opportunity to regularly participate in appropriate professional development programs that would update them in their content area". This statement was also ranked first by every respondent group. The next most important activity was "Regularly participate in appropriate professional development programs that would update their instructional skills". This was also the next most important activity in the rankings of all groups except Health and Others.

The lower ranking given the opportunity for support systems for individual teacher concerns, although fairly high, suggests that most persons who responded are getting necessary help from existing organizations or programs.

Certification and Licensure

Of the six items dealing with matters pertaining to vocational certification and licensure, the one ranked most important overall and by all groups except Health was "The need for other teachers and school administrators to understand vocational education". Requirements for renewal of license including occupational experience was ranked as least important of the six items.

Comments

About one out of four survey forms returned (23.9 percent) contained comments in response to the questions. The comments are exceedingly diverse but tend to reflect some of the major concerns of the respondent groups and some of the traditional views held by each group. Some respondents have difficulty seeing the K-12 school playing a role in vocational education; they view secondary school only as the appropriate place for such instruction. Other comments suggest that some vocational educators do not have a clear understanding of what constitutes vocational education as defined in Question 1. On the other hand, many comments suggest strong support for the description, responsibilities, and mission statements.

Comments on pre-service education are largely supportive of building the skills, competencies, and understanding suggested in the statements. Some comments encourage increasing the student teaching experience as well as making sure the subject content is given proper coverage. Many of the comments indicate frustration with the teaching situation and individuals' inability to do all the things they know need and should be done.

Comments on continuing education tend to be supportive of some forms of continuing education and professional development activity. Several comments specifically asked that such be provided but not as university courses or license renewal requirements. Several respondents felt that the most serious problem in this area is the lack of accommodation of vocational educators' needs. In addition to the provision of time for continuing education, many respondents want expenses covered as well as additional pay. More summer conferences and short workshops are

frequently mentioned as well as means of obtaining additional occupational experience.

The comments on certification and licensure reveal some real doubts that increased requirements either for initial certification or license renewal would be a sure way to improve vocational education instruction. There is modest support for expecting university faculty to be both occupationally qualified as well as experienced in teaching at the secondary level. Considerable concern was expressed about the lack of understanding on the part of other teachers, counselors, and administrators about the nature and purpose of vocational education.

Special Tabulations

Respondents who strongly agreed with Question 1 ranked the importance of Questions 15, 16, 29, and 32 higher than respondents who had less agreement with Question 1. Also, those respondents who rated the importance of Question 1 as "Very Important" ranked Questions 15, 16, 29, and 32 higher than those who ranked Question 1 at lower levels. The conclusion is that those who had high agreement and who gave high importance to the description of vocational education also ranked advisory committees, student organizations, vocational certification, and the need for others to understand vocational education at the very highest level.

Those respondents that favored regular participation in professional development programs also felt that the activities selected from the initial training for vocational educators list should be given very important ratings. Those respondents who felt that vocational educators should periodically update their occupational experience (ranked it as

very important) also gave a very important ranking to occupational experience in initial training, understanding new technology, and emerging technology. These respondents also ranked as very important the examination of certification for all persons who teach vocational courses and the requirements for renewal of licenses.

RECOMMENDATIONS

The following recommendations are made based on the evidence collected and presented in this study. Each recommendation specifies what action should be taken, who should be responsible, and when the action should be taken. In some cases, suggestions are made on how the recommendation might be implemented. The recommendations presented here are considered to be the more significant and for which there was committee consensus. Readers may well find additional evidence that would suggest further recommendations.

1. It is recommended that a state-wide conference be scheduled to disseminate the findings of this study. The participants at this conference should include representatives of vocational teacher preparation institutions, local education agency and CESA vocational administrators, officers of professional associations and staff from the Department of Public Instruction. It is recommended that the conference be called by the Department of Public Instruction. The conference could be held in conjunction with the annual DPI summer conference on Vocational Education.

2. It is recommended that the mission statement be reworded as follows: The mission of vocational education in the public schools is to provide every student an opportunity to examine the meanings and importance of work, explore and develop a variety of occupational entry skills, and prepare for employment, entrepreneurship, or advanced study. Vocational education is intrinsically important to every young person; thus, vocational education must be an integral part of every K-12 school system curriculum.

3. It is recommended that the definition for, the responsibilities of, and the mission of K-12 vocational education, as identified in this study, be presented as the generally accepted statements to guide

administrators and vocational educators in the planning and direction of vocational education in the K-12 school systems. It is recommended that WASVA, in cooperation with the DPI, undertake the dissemination of these statements to institutions preparing vocational personnel, professional organizations, and to the general public.

4. It is recommended that the DPI, professional organizations, and institutions preparing vocational personnel be asked to give primary attention to content topics, and methods of instructional presentation in any in-service or professional development endeavors undertaken. It is recommended that these two areas be given priority in any workshops, conferences, or seminars conducted over the next several years.

5. It is recommended that all institutions preparing vocational education personnel take the necessary steps to assure that the concepts, skills, and knowledges revealed in questions 4 through 20 in this study are adequately addressed in their courses and programs. It is recommended that the DPI, as the approving agency for vocational teacher certification, communicate this recommendation to each institution involved.

6. It is recommended that each institution providing course work leading to teaching or administrative licensure offer instruction that would assure an understanding of the basic philosophy of vocational education and the importance of vocational education programs in the K-12 school system. It is recommended that WASVA join with the DPI Bureau of Certification to effectively communicate this need to all Wisconsin institutions of higher education.

7. It is recommended that research be undertaken to ascertain the relationship between present vocational education certification requirements and quality of vocational programs or courses. This need should be communicated to institutions offering advanced degrees and faculty advisors urged to suggest this as a topic to persons undertaking degree research.

8. It is recommended that institutions offering programs leading persons to certification as vocational teachers be asked to review their programs and make modifications as necessary to assure that new vocational personnel have an understanding of all other vocational disciplines prior to their initial employment in schools.

9. It is recommended that this study be disseminated among the membership of the various vocational professional organizations. Data specific to each group should be further analyzed and, where appropriate, additional recommendations be drawn and then widely disseminated among the membership of the various professional organizations.

10. It is recommended that a renewed effort be made on the part of all vocational professional organizations, DPI, and vocational teacher preparation institutions to develop awareness and understanding

among non-vocational school personnel of the importance of vocational education and its interrelationship with the other components of the school curriculum.

11. It is recommended that the WASVA and especially the committee on professional development undertake a plan of work that would assure that the findings and interpretations of this study are widely disseminated among school personnel, state leadership personnel, and legislative leaders.

12. It is recommended that LVEC's undertake a program of in-service and staff development for vocational education personnel in their district to assure common understanding and agreement on the description, responsibilities, and mission of vocational education. It is also recommended that each LVEC undertake an informational program that will communicate to teachers, administrators, and the general public the importance of a well-planned program of vocational education as a part of the K-12 curriculum.

13. It is recommended that particular attention and support be given vocational education teachers during their first four years of teaching experience. It is further recommended that the teacher preparation institutions, DPI, and WASVA jointly plan and implement some form of induction program for all new vocational education teachers that would provide additional support during their first years of teaching.

It should be noted that the preceding thirteen recommendations are not placed in any priority order. It is felt that all should be addressed as soon as possible. It seems possible that several recommendations could be dealt with through just one major program effort.

APPENDIX A

Committee Members

The University of Wisconsin System:

Jeannette Daines
School of Home Economics
UW-Stout
Menomonie, WI 54751

Richard F. James
Department of Business Education
and Office Administration
UW-Whitewater
Whitewater, WI 53190

Harland E. Samson
Associate Dean
School of Education
UW-Madison
Madison, WI 53706

The Department of Public Instruction:

Barbara Bitters
Supervisor for Vocational Equity
125 South Webster, P.O. Box 7841
Madison, WI 53707

William Ratzburg
Supervisor for Industrial Arts
125 South Webster, P.O. Box 7841
Madison, WI 53707

Professional Teacher Organizations:

Dr. Jack Sampson
WIEA Representative
UW-Stout
Menomonie, WI 54751

Gene Sirianni
WAVHI Representative
Stratford High School
Stratford, WI 54484

Ms. Marilyn Stuckey
WHEESE Representative
Homestead High School
Mequon, WI 53217

Local Vocational Education Coordinators:

Patrick Flanagan
South Milwaukee School District
South Milwaukee, WI 53172

Ken Sedbrook
CESA 15
Monroe High School
Monroe, WI 53566

Gary Varick
Muskego High School
P. O. Box 6
Muskego, WI 53150

APPENDIX B

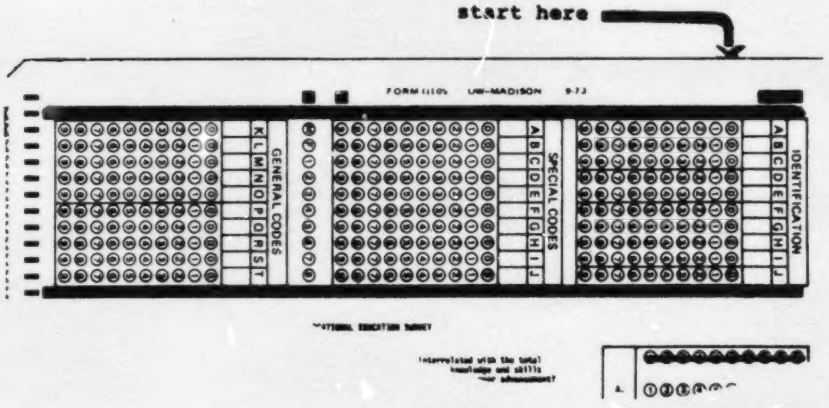
VOCATIONAL EDUCATION SURVEY

Vocational Educator:

Please take time to read these instructions and to complete the attached questionnaire regarding some significant concerns about vocational education in Wisconsin. Your cooperation and that of your colleagues in your professional organization will provide important information on your feelings about a number of questions that have been raised during recent months. The purpose of the study is to determine what the views and perspectives are of vocational education in Wisconsin. The concerns are grouped into four areas:

I - Description and Mission
II - Preparation as a Vocational Educator
III - Continuing Education of Vocational Educators
IV - Certification and Licensure

INSTRUCTIONS: In the block marked "IDENTIFICATION" (upper right hand corner of page 1) please enter responses as following:



1. In column A of this section, write in the one number of the code (see below) and fill in the circle for the category that best describes your area of vocational education specialization:

Code	Category Description	Code	Category Description
1	Agriculture	6	Industrial Education
2	Business	7	Marketing-Distributive Education
3	Guidance	8	LVEC-Administrator
4	Health	9	Other
5	Home Economics		

2. In column B of this section, write the one number of the code that indicates the highest degree you have achieved:

Code	Category Description	Code	Category Description
1	Bachelor's degree	4	Master's degree plus
2	Bachelor's degree plus	5	Specialist
3	Master's degree	6	Doctorate

3. In column C of this section, fill in the code that best indicates the length of time you have been in education:

Code	Category Description	Code	Category Description
1	First year	4	11-20 years
2	2-4 years	5	21-30 years
3	5-10 years	6	Over 30 years

4. In column D, fill in the code that indicates what part of the state you live in according to your CESA area:

Code	Category Description	Code	Category Description
1	North CESA # 1, 2, 3	5	Southeast CESA # 13, 16, 19
2	Northwest CESA # 4, 5, 6	6	Southern CESA # 14, 15, 17, 18
3	Central CESA # 7, 12	7	Western CESA # 11
4	Eastern CESA # 8, 9, 10		

5. In column E, indicate the population of your school:

Code	Category Description
1	Under 400 students
2	400 to 800 students
3	Over 800 students

6. Indicate in column F, if you are vocationally certified to teach a capstone course:

Code	Category Description
1	Yes
2	No

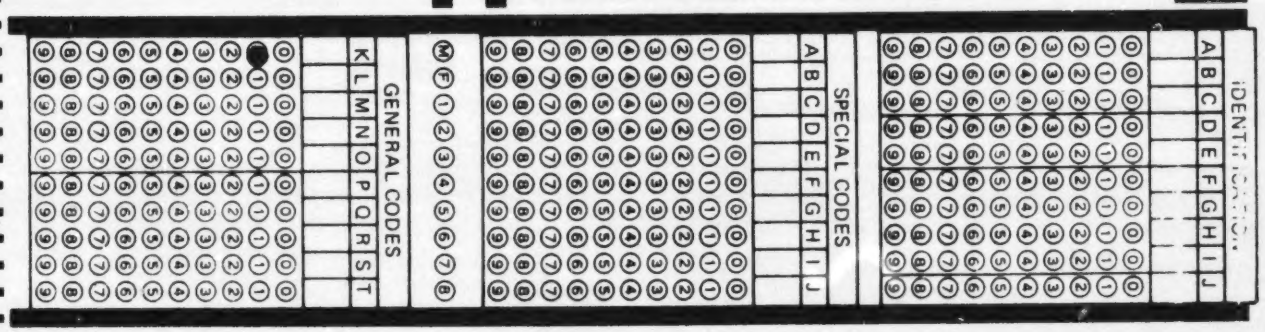
7. Indicate in column G, if you have been employed in business, industry, or any other non-school employment:

Code	Category Description	Code	Category Description
1	None	5	3 to 5 years
2	Only part-time less than 1 year	6	6 to 9 years
3	Full-time but less than 1 year	7	10 to 15 years
4	1 to 2 years	8	More than 15 years

Now, please answer each of the 32 questions on the 2-sheet questionnaire attached. Write any comments you may have in the space provided or on additional sheets and return the questionnaire. Thanks for your time and your concern!

PLEASE DO NOT FOLD THIS QUESTIONNAIRE

FORM Q10S UW-MADISON 9-73



VOCATIONAL EDUCATION SURVEY

I. DESCRIPTION AND MISSION

1. Vocational education is a systematic program of instruction, interrelated with the total education program, primarily aimed at the development of attitudes, knowledge and skills which develop individual abilities necessary for occupational entry and career advancement?

   A. Do you agree with the wording of the above statement?
   1=strongly disagree; 2=disagree; 3=no opinion; 4=agree; 5=strongly agree

   B. How important do you feel the above statement is?
   1=very unimportant through 9=very important

   Comments: _____

2. Vocational education also has a responsibility for continuing the exploration of self and occupations and for demonstrating how occupational competence brings satisfaction to the individual and contributes to agriculture, business, family, industry, health, marketing and other influential aspects of society.

   A. Do you agree with the wording of the above statement?
   1=strongly disagree; 2=disagree; 3=no opinion; 4=agree; 5=strongly agree

   B. How important do you feel the above statement is?
   1=very unimportant through 9=very important

   Comments: _____

3. The mission of vocational education at the secondary level is to provide every student in the K-12 school systems an opportunity to examine the meanings and importance of work, explore and develop a variety of occupational entry skills, and prepare for advanced study, self-employment or enterpreneurship. Vocational education is intrinsically important to every young person, thus, vocational education must be an integral part of every K-12 school system curriculum.

   A. Do you agree with the wording of the above statement?
   1=strongly disagree; 2=disagree; 3=no opinion; 4=agree; 5=strongly agree

   B. How important do you feel the above statement is?
   1=very unimportant through 9=very important

   Comments: _____

II. PREPARATION AS A VOCATIONAL EDUCATOR

Level of Importance to Wisconsin Vocational Educator; 1=very unimportant to 9=very important

Before completion of initial training, each vocational teacher should:

4. Develop an understanding of vocational education and its relationship with career development, and general education.
   Comments: _____

5. Acquire in-depth knowledge of their vocational discipline including occupational experience if necessary.
   Comments: _____

6. Develop an understanding of the philsophy and organization of other vocational disciplines.
   Comments: _____

7. Develop time management, instructional management, and organizational management skills.
   Comments: _____

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8. Have an understanding of new instructional technology, equipment, methods, and procedures.
Comments: _____

9. Have computer literacy and understand applications to their discipline.
Comments: _____

10. Be aware of emerging technology in their discipline.
Comments: _____

11. Develop abilities in public and community relations.
Comments: _____

12. Understand how to analyze and develop or adapt curriculum appropriate to needs of students.
Comments: _____

13. Develop an appreciation and commitment to professionalism.
Comments: _____

14. Develop sensitivity to the work-related needs of both sexes, and persons of different ethnic, racial, and cultural backgrounds.
Comments: _____

15. Develop abilities necessary to work effectively with advisory committees.
Comments: _____

16. Develop an understanding of the roles and importance of student organizations and their activities.
Comments: _____

17. Develop an understanding of both student and program evaluation and their importance to vocation program operation.
Comments: _____

18. Develop an understanding of public school organization and operation including financing and budgeting.
Comments: _____

8.	①②③④⑤⑥⑦⑧⑨⑩
	①②③④⑤⑥⑦⑧⑨⑩
9.	①②③④⑤⑥⑦⑧⑨⑩
	①②③④⑤⑥⑦⑧⑨⑩
10.	①②③④⑤⑥⑦⑧⑨⑩
	①②③④⑤⑥⑦⑧⑨⑩
11.	①②③④⑤⑥⑦⑧⑨⑩
	①②③④⑤⑥⑦⑧⑨⑩
12.	①②③④⑤⑥⑦⑧⑨⑩
	①②③④⑤⑥⑦⑧⑨⑩
13.	①②③④⑤⑥⑦⑧⑨⑩
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14.	①②③④⑤⑥⑦⑧⑨⑩
	①②③④⑤⑥⑦⑧⑨⑩
15.	①②③④⑤⑥⑦⑧⑨⑩
	①②③④⑤⑥⑦⑧⑨⑩
16.	①②③④⑤⑥⑦⑧⑨⑩
	①②③④⑤⑥⑦⑧⑨⑩
17.	①②③④⑤⑥⑦⑧⑨⑩
	①②③④⑤⑥⑦⑧⑨⑩
18.	①②③④⑤⑥⑦⑧⑨⑩
	①②③④⑤⑥⑦⑧⑨⑩

UNIVERSITY OF WISCONSIN

FORM Q10S-GENERAL PURPOSE QUESTIONNAIRE

INSTRUCTIONS

USE A NUMBER 2 OR SOFTER LEAD PENCIL. MAKE ALL MARKS IN THE RESPONSE CIRCLES. THEY SHOULD BE DARK AND GLOSSY, AS SHOWN BELOW.

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INCORRECT MARKS ⊗ ✓ ◑ ●

CORRECT MARKS ① ● ③ ④

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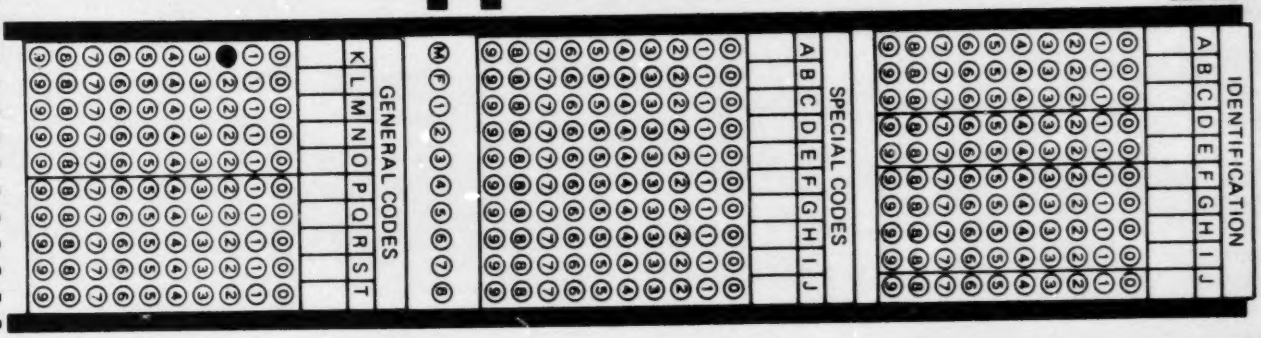

PAGE 3

19. Understand instructional techniques to be used with students who have special needs.
Comments: _____

20. Understand how to work with special education teachers.
Comments: _____

III. CONTINUING EDUCATION OF VOCATIONAL EDUCATORS

Level of Importance to Wisconsin Vocational Educator; 1=very unimportant to 9=very important

All vocational educators should have an opportunity to:

21. Regularly participate in appropriate professional development programs that would update them in their content area.
Comments: _____

22. Regularly participate in appropriate professional development programs that would update their instructional skills.
Comments: _____

23. Establish and participate in a support system for individual teacher concerns.
Comments: _____

24. Become familiar with current trends, problems, and philosophy of their discipline.
Comments: _____

25. Periodically update their occupational experience in their instructional area.
Comments: _____

26. Examine the relationships of vocational education, business, and industry.
Comments: _____

IV. CERTIFICATION AND LICENSURE

Level of Importance to Wisconsin Vocational Educator; 1=very unimportant to 9=very important

Certification and licensure requirements needs to be examined regarding:

27. The effect on standards and quality of all education.
Comments: _____

28. The staffing of comprehensive vocational programs.
Comments: _____

19.	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
20.	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
21.	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
22.	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
23.	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
24.	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
25.	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
26.	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
27.	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
28.	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

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29. The need for teachers who provide instruction in any vocational course to be vocationally certified.
Comments: _____

30. Requirements for renewal of license, including occupational experiences.
Comments: _____

31. The universities' use of faculty who are vocationally certifiable to teach professional vocational education courses.
Comments: _____

32. The need for other teachers and school administrators to understand vocational education.
Comments: _____

29.	①②③④⑤⑥⑦⑧⑨⓪
	①②③④⑤⑥⑦⑧⑨⓪
30.	①②③④⑤⑥⑦⑧⑨⓪
	①②③④⑤⑥⑦⑧⑨⓪
31.	①②③④⑤⑥⑦⑧⑨⓪
	①②③④⑤⑥⑦⑧⑨⓪
32.	①②③④⑤⑥⑦⑧⑨⓪
	①②③④⑤⑥⑦⑧⑨⓪
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	①②③④⑤⑥⑦⑧⑨⓪
	①②③④⑤⑥⑦⑧⑨⓪
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	①②③④⑤⑥⑦⑧⑨⓪
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	①②③④⑤⑥⑦⑧⑨⓪
	①②③④⑤⑥⑦⑧⑨⓪

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CORRECT MARKS ①●③④

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